Destabilizing Traditional Educational Structures
Control is the Goal
Foundational Beliefs

Destabilizers of Current Educational Models

INTENTION
COLLABORATION
RESPONSIBILITY
Growth Formats

Unison Reading

Share

Conferences

Responsibility

Teams
Responsibility Teams

Responsibility Teams are small groups of students that work together to learn curriculum content independently.

Teachers choose team captains, and captains draft their teams.

Teams follow an established protocol to work together and share the responsibilities of learning, creating a work time flow.
Constructing Curriculum

- Problem Formulation & Prolepsis
- Organize & Re-evaluate
- Collaboration
- Clarification
- Synthesis
Teams Unison Read either:
- a Regents pre-test
- a list of content standards

Teams create a Study Guide full of questions (breaches) from the pre-test/standards

Teams divide up Study Guide questions, and each student uses various resources to resolve their breaches

Students come back together as a team, and brief each other on what they learned

ALL STUDENTS TAKE A POST-TEST
Teams formulate an Essential Question to find an answer to:
- Should abortion be illegal in all cases?
- Who is best suited to lead our country?

Teams collect texts to read about in Unison Reading & Independently to gain mastery of their topic.

Groups Unison Read texts around their topic, breaching at the moment of confusion.

Students record findings in the form of Briefs, Annotated Bibliographies, and Genre Analysis.

All Students Construct a Synthesis Narrative to answer their Essential Question.
**Long Arc:**
Building a narrative about the story of evolution, using what you learn during this unit

<table>
<thead>
<tr>
<th>What am I responsible for during this unit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breach on standards to create Study Guide</td>
</tr>
<tr>
<td>Create a brief with your team</td>
</tr>
<tr>
<td>Help build our class Tree of Knowledge</td>
</tr>
<tr>
<td>Unison Read another team’s brief to learn new standard</td>
</tr>
<tr>
<td>Do weekly CBMs to help you practice writing about evolution</td>
</tr>
<tr>
<td>Create a synthesis narrative that demonstrates your learning (END OF UNIT)</td>
</tr>
</tbody>
</table>
### Essential Question:

Essential questions are Controversial, Debatable, Relevant, & Provable. Write your essential question in this box.

*At the end of the six weeks, you will write a synthesis narrative that answers this question.*

<table>
<thead>
<tr>
<th>Connected Topics</th>
<th>Texts Read (Unison &amp; Independent)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List topics that you will need to know about to answer this question.

### Unit Flow and Deadlines

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unison Reading Work Time</td>
<td>Unison Reading Work Time</td>
<td>Annotated Bibliography Due Unison Reading Work Time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unison Reading Work Time</td>
<td>Unison Reading Work Time</td>
<td>Annotated Bibliography Due Cycle 1: Genre Analysis Exam, Annotated Bibliography and Unison Debrief Check Cycle 2: Genre Analysis Exam, Annotated Bibliography and Unison Debrief Check Cycle 3: Synthesis Argument Exam, Unison Debrief Check</td>
</tr>
</tbody>
</table>
Breach!
Joint Intention & Attention

Collective Understanding

COOPERATIVE UNISON READING

RULES

1. Read aloud in sync with your group, in a voice they can hear.

2. Breach, or stop the group, if you have a question, something to say, or can’t hear someone’s voice (move on only after the breach is resolved).

3. Be promotive (be helpful, considerate and supportive to everyone in your group).
<table>
<thead>
<tr>
<th>Code/Breach</th>
<th>Teacher</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
<th>Record Instructional Point that Follows in Corresponding Breach or Insight</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 SP/C</td>
<td>Era</td>
<td>Michelle</td>
<td>Evelyn</td>
<td>Gabrielle</td>
<td>Mr. Keith</td>
<td>Hunter</td>
<td>Establish joint attention/converse ground</td>
</tr>
<tr>
<td>#2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td></td>
<td></td>
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<tr>
<td>#4</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Written Record**

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<table>
<thead>
<tr>
<th>Social Process</th>
<th>Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Cooperative behaviors: request, inform, share</td>
<td>o Text purpose &amp; form</td>
</tr>
<tr>
<td>o Social norms and reciprocity</td>
<td>o Reader stance</td>
</tr>
<tr>
<td>o Affective factors</td>
<td>o Layout &amp; document elements</td>
</tr>
<tr>
<td>o Relational and interpersonal factors</td>
<td>o Conventions/devices of genre</td>
</tr>
<tr>
<td>o Pacing/synchronizing oral reading</td>
<td></td>
</tr>
<tr>
<td>o Establish joint attention/common ground</td>
<td>o Language use</td>
</tr>
<tr>
<td>o Cooperative Reasoning</td>
<td>o Symbolic notation</td>
</tr>
<tr>
<td>o Gesture/pantomime</td>
<td>o Punctuation</td>
</tr>
<tr>
<td></td>
<td>o Wording</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Decoding &amp; Strategic Processing</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Establish relevance</td>
<td>o Strategy use (reread/look back, self-monitor; self-correct; cross check; read ahead; attend to punctuation).</td>
</tr>
<tr>
<td>o Evaluate</td>
<td>o Phonics (word families and other grapheme/phoneme relationships; onset/rime; syllables/morpheme; blend and segment using letter-sound correspondence)</td>
</tr>
<tr>
<td>o Summarize</td>
<td>o Word/symbol reading strategies (logical/contextual analysis; morphological relationships; relate known to unknown words or symbols)</td>
</tr>
<tr>
<td>o Infer, draw conclusions</td>
<td></td>
</tr>
<tr>
<td>o Reference prior knowledge</td>
<td></td>
</tr>
<tr>
<td>o Predict</td>
<td></td>
</tr>
<tr>
<td>o Interpret illocutionary force/intended meaning</td>
<td></td>
</tr>
<tr>
<td>o Synthesize</td>
<td></td>
</tr>
<tr>
<td>o Create Images</td>
<td></td>
</tr>
<tr>
<td>o Vocabulary</td>
<td></td>
</tr>
<tr>
<td>o Oral interpretation</td>
<td></td>
</tr>
<tr>
<td>o Clarify</td>
<td></td>
</tr>
</tbody>
</table>
Work Time & Conferences

“Work time” is the portion of class designated for students to work either independently or in groups, researching, writing, asking and answering their questions.

Work-time itself can look very different at different times/in different courses.

During WT, teachers are conferencing with students, either in groups or one-on-one to help them develop strategies for solving their own problems.

The conference is student-led, and focuses on a “breach” or point of confusion that the student identifies. The student then identifies strategies they can use to move beyond the point of confusion.
Learning Conferences

Science:

- Conferences typically begin with an aspect of content that students find confusing
  - Coming out of the conference, the student will identify their “takeaway”, or strategy that can be applied in the future if a similar problem arises

English:

- Conferences typically begin where meaning breaks down in a text students are reading
  - Students used the strategies they know and work toward developing new strategies to make meaning of their text.
  - Coming out of the conference, the student will identify their “takeaway”, or new strategy that can be applied in the future if a similar problem arises.
Reading Conferences

Date: 3/22

Subject: Learning Conference Record

Date: 4/13/16

Learning Conference Record

Student: Sullivan

Subject:

Breach:

Identify unmet expectations or challenges. State full expectations independently. Your teacher might follow into your comments to clarify or offer information.

Known:

Describe seeking knowledge in full statements with body language. Your teacher might follow into your comments to clarify or offer information.

Unknown:

State where/how you understand or know little or do not understand a statement or question. Your teacher might follow into your comments to clarify or ask questions.

Resolution:

Provide your feedback by naming what you know and what you don't know. Your teacher might participate, but you should lead the discussion (i.e., don't let your teacher 'save' you from the problem). Communicate your confusion. Focus on key points.

Take-Away Commitment:

The commitment I make to apply the weight of 'take away' to our/teacher future situations...

Narrative

Summarize your conference on a slope:

1. Make a summary of the key points.
2. Identify key points.
3. Identify points to follow.

Use your take-aways to make sense of the future.
**Breach:**
Identify an unresolved question or challenge. Make full statements independently. Your teacher might follow into your comments to clarify concepts.

**Known:**
Describe existing knowledge in full statements with independence. Your teacher might follow into your comments to clarify or offer observations.

**Unknown:**
Talk about where/how understanding breaks down and describe what you don’t know or understand. Your teacher might follow into your comments to clarify concepts or to offer feedback.

**Resolution:**
Resolve your breach by relating what you know to what you don’t know. Your teacher might participate, but you should lead the discussion (i.e., don’t let your teacher ‘teach’ you, solve the problem, or demonstrate the resolution! You need to be the problem solver.

<table>
<thead>
<tr>
<th>Date: 4/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does energy flow in an ecosystem?</td>
</tr>
<tr>
<td>→ energy comes from the sun</td>
</tr>
<tr>
<td>→ plants use sun energy to make food (that’s photosynthesis)</td>
</tr>
</tbody>
</table>

**Relationships in the food chain?**

- Watch a video on the food chain
- Producers → Consumers → Heterotrophs
- Herbivores/Omnivores

When watching a video, watch all the way through once, then go back through and breach.

**Take-Away Commitment:**
The commitment I make to apply the insight or ‘take away’ I learned to new/similar future situations...

**Narrative**
Recount your conference as a story:
*First complicating action*...
*Then (pinpoint)*...
*Finally (resolution)*...
*What I learned (plan or ‘take-away’ that can be applied to similar situations in the future)*...
Classroom Responsibility Ladder

Students Keeping the Culture

Leaving class without a pass
Play fighting/Harassment
Using derogatory or threatening language

Principal Referral

Misure of cell phone after reminder
Throwing things at people
Physically aggressive behavior

Call Home

Behavior Conference

Behavior Reflection

Assigned Seat

Reminder

Expectation Reminder

Students Keeping the Culture

Yelling
Touching
talking off task
Sleeping/Head down
Eating
Playing around
“Playing School”
Misusing Cell Phone

Interruption
Talking back
Side conversations
Murmuring under breath
Being “checked out”/silent/avoidant
Changing/avoiding the topic
Misure of Technology

NOISES
Opting-out
arguing
Cursing
Laughing off task
Walking around
Silly name-calling
Tearing up work
Describe in your own words what happened. Tell your side of the story. 
Describing en sus propias palabras lo que sucedió. Escribe su lado de la historia.

They kept bothering me and I don't know no other way but to have a violent reaction. I told Eric but he ignored me.

What rule was broken? Who broke it?
Que regla se rompió? Quién la rompió?

Throwing things and I did.

How did that interfere with your learning and the learning of others?
Cómo fue que interfirió con el aprendizaje?

I'm not sure.

What is your responsibility in the future?
Cual es su responsabilidad en el futuro?

Next time just move.
Extensions of the Writing Share

Content Share

The Tree of Knowledge

The Brief

Unison Debrief
Further Learning Cultures Presentations

Keepers of the Culture: Responsibility Based Self Control As a Discipline Model

Today at 4:45

Kerry Decker & Madeleine Sage-El

New Teacher Support

Friday at 10:30

Whitney Fink & Stephanie Francis